



## Coverage of Common Core State Standards for English Language Arts

### Introduction

University of Cambridge International Examinations has mapped the Common Core State Standards for English Language Arts (Grade 9 and Grade 10) to **Cambridge IGCSE® First Language English (US) (0524)** and **Cambridge IGCSE Literature (English) (US) (0427)**. This document shows where the standards are covered in each syllabus and in the accompanying schemes of work. Students who are prepared for these qualifications will cover the Common Core State Standards for English Language Arts for Grade 9 and Grade 10.

In this mapping document we have referenced the relevant Assessment Objectives (AOs) and the relevant pages of the syllabus content. In Cambridge IGCSE First Language English (US), there are two levels of achievement, via two separate routes: core and extended. In this document, we have shown what is covered in the core syllabus content and what is covered in the extended syllabus content.

The schemes of work are made up of numbered units. For Cambridge IGCSE Literature (English) (US) we have referenced the unit and where appropriate the learning objective.





Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Key Ideas and Details</b>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes</li> </ul> <p><b>AO1 R1, R2</b></p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; draw inferences, evaluate effectiveness, compare, analyze, synthesize</li> </ul> <p><b>AO1 R1, R2, and third bullet of Extended Curriculum (Reading)</b></p>	Unit 1
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>identify main and subordinate topics, summarize, paraphrase, re-express</li> </ul> <p><b>AO1 R3, and third bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>recognize the relationship of ideas</li> </ul> <p><b>AO1 R3, and second bullet of Extended Curriculum (Reading)</b></p>	Unit 1 Unit 3 Unit 4
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			Unit 4



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Craft and Structure</b>			
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; recognize and respond to simple linguistic devices including figurative language</li> </ul> <p><b>AO1 R1, R2, and fifth bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; show a more precise understanding of extended texts; recognize and respond to more sophisticated linguistic devices</li> </ul> <p><b>AO1 R1, R2, first and fifth bullets of Extended Curriculum (Reading)</b></p>	Unit 1 Unit 4
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>show some sense of how writers achieve their effects</li> </ul> <p><b>Fourth bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>show understanding of how writers achieve their effects</li> </ul> <p><b>Fourth bullet of Extended Curriculum (Reading)</b></p>	Unit 1 Unit 4
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Integration of Knowledge and Ideas</b>			
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		<ul style="list-style-type: none"> <li>understand and collate explicit meanings; draw inferences, evaluate effectiveness, compare, analyze, synthesize</li> </ul> <p><b>AO1 R1, and third bullet of Extended Curriculum (Reading)</b></p>	Unit 4
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Range of Reading and Level of Text Complexity</b>			
<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>			<p>Unit 1</p> <p>Unit 4</p>

Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Key Ideas and Details</b>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes</li> </ul> <p><b>AO1 R1, R2</b></p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; draw inferences, evaluate effectiveness, compare, analyze, synthesize</li> </ul> <p><b>AO1 R1, R2, and third bullet of Extended Curriculum (Reading)</b></p>	Unit 1
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>identify main and subordinate topics, summarize, paraphrase, re-express</li> </ul> <p><b>AO1 R3, and third bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>recognize the relationship of ideas</li> </ul> <p><b>AO1 R3, and second bullet of Extended Curriculum (Reading)</b></p>	Unit 1 Unit 3 Unit 4 Unit 5
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>identify main and subordinate topics, summarize, paraphrase, re-express</li> </ul> <p><b>AO1 R3, and third bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>recognize the relationship of ideas</li> </ul> <p><b>AO1 R3, and second bullet of Extended Curriculum (Reading)</b></p>	Unit 4 Unit 5



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Craft and Structure</b>			
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; demonstrate understanding of words within extended texts; show some sense of how writers achieve their effects; recognize and respond to simple linguistic devices including figurative language</li> </ul> <p><b>AO1 R1, R2, and first, fourth, and fifth bullets of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; show a more precise understanding of extended texts; show understanding of how writers achieve their effects; recognize and respond to more sophisticated linguistic devices</li> </ul> <p><b>AO1 R1, R2, first, fourth, and fifth bullets of Extended Curriculum (Reading)</b></p>	Unit 1
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> <li>show some sense of how writers achieve their effects</li> </ul> <p><b>Fourth bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>show understanding of how writers achieve their effects</li> </ul> <p><b>Fourth bullet of Extended Curriculum (Reading)</b></p>	Unit 1 Unit 4
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> <li>show some sense of how writers achieve their effects; recognize and respond to simple linguistic devices, including figurative language</li> </ul> <p><b>Fourth and fifth bullets of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>show understanding of how writers achieve their effects; recognize and respond to more sophisticated linguistic devices</li> </ul> <p><b>Fourth and fifth bullets of Extended Curriculum (Reading)</b></p>	Unit 1 Unit 4





Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Integration of Knowledge and Ideas</b>			
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.			Unit 4
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>identify main and subordinate topics, summarize, paraphrase, re-express</li> </ul> <b>AO1 R3, and third bullet of Core Curriculum (Reading)</b>	<ul style="list-style-type: none"> <li>select, analyze, and evaluate what is relevant to specific purposes</li> <li>recognize the relationship of ideas</li> </ul> <b>AO1 R3, and second bullet of Extended Curriculum (Reading)</b>	Unit 1 Unit 5
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<i>This standard is covered in Cambridge IGCSE Literature (English) (US) (0427).</i>		



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Range of Reading and Level of Text Complexity</b>			
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>Implicit—should have been covered previously (see Cambridge Secondary 1 Curriculum Framework)</li> </ul>	<ul style="list-style-type: none"> <li>Implicit—should have been covered previously (see Cambridge Secondary 1 Curriculum Framework)</li> </ul>	<p>Unit 1 Unit 4</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Writing Standards 6–12: Text Types and Purposes</b>			
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>order and present facts, ideas, and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling; express thoughts, feelings, and opinions in order to interest, inform, or convince the reader; recognize the need for paragraphing</li> </ul> <p><b>AO2 W2, W3, W4, W5, first and seventh bullets of Core Curriculum (Writing)</b></p>	<ul style="list-style-type: none"> <li>order and present facts, ideas, and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling; show a wider and more varied sense of different styles to interest, inform, or convince the reader; write in well-constructed paragraphs</li> </ul> <p><b>AO2 W2, W3, W4, W5, first and seventh bullets of Extended Curriculum (Writing)</b></p>	<p>Unit 2</p> <p>Unit 6</p> <p>Unit 7</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Writing Standards 6–12: Text Types and Purposes (cont.)</b>			
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>order and present facts, ideas, and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling; express thoughts, feelings, and opinions in order to interest, inform, or convince the reader; recognize the need for paragraphing</li> </ul> <p><b>AO2 W2, W3, W4, W5, first and seventh bullets of Core Curriculum (Writing)</b></p>	<ul style="list-style-type: none"> <li>order and present facts, ideas, and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling; show a wider and more varied sense of different styles to interest, inform, or convince the reader; write in well-constructed paragraphs</li> </ul> <p><b>AO2 W2, W3, W4, W5, first and seventh bullets of Extended Curriculum (Writing)</b></p>	<p>Unit 2</p> <p>Unit 6</p> <p>Unit 7</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Writing Standards 6–12: Text Types and Purposes (cont.)</b>			
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> <li>articulate experience and express what is thought, felt, and imagined; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling; express thoughts, feelings, and opinions in order to interest, inform, or convince the reader; recognize the need for paragraphing</li> </ul> <p><b>AO2 W1, W3, W4, W5, first and seventh bullets of Core Curriculum (Writing)</b></p>	<ul style="list-style-type: none"> <li>articulate experience and express what is thought, felt, and imagined; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling; show a wider and more varied sense of different styles to interest, inform, or convince the reader; write in well-constructed paragraphs; use imaginative and varied vocabulary</li> </ul> <p><b>AO2 W1, W3, W4, W5, first, seventh, and eighth bullets of Extended Curriculum (Writing)</b></p>	<p>Unit 2</p> <p>Unit 6</p> <p>Unit 7</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Writing Standards 6–12: Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>show some sense of audience; demonstrate adequate control of vocabulary, syntax, and grammar</li> </ul> <p><b>Second and third bullets of Core Curriculum (Writing)</b></p>	<ul style="list-style-type: none"> <li>show a clear sense of audience; demonstrate a sophisticated use of vocabulary and structures</li> </ul> <p><b>Second and third bullets of Extended Curriculum (Writing)</b></p>	Unit 2 Unit 5 Unit 6
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)			Unit 2 Unit 6 Unit 8 Unit 10
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.			Unit 8



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Writing Standards 6–12: Research to Build and Present Knowledge</b>			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			Unit 5 Unit 8
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> <li>this is a Reading skill—select, analyze, and evaluate what is relevant to specific purposes; scan for and extract specific information</li> </ul> <p><b>AO1 R3, and second bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>this is a Reading skill—select, analyze, and evaluate what is relevant to specific purposes; recognize the relationship of ideas</li> </ul> <p><b>AO1 R3, and second bullet of Extended Curriculum (Reading)</b></p>	Unit 5 Unit 8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<ul style="list-style-type: none"> <li>this is a Reading skill—select, analyze, and evaluate what is relevant to specific purposes; scan for and extract specific information</li> </ul> <p><b>AO1 R3, and second bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>this is a Reading skill—select, analyze, and evaluate what is relevant to specific purposes; scan for and extract specific information</li> </ul> <p><b>AO1 R3, and second bullet of <u>Core Curriculum (Reading)</u></b></p>	Unit 5 Unit 8



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Writing Standards 6–12: Range of Writing</b>			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>articulate experience and express what is thought, felt, and imagined; order and present facts, ideas, and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5</b></p>	<ul style="list-style-type: none"> <li>articulate experience and express what is thought, felt, and imagined; order and present facts, ideas, and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling</li> </ul> <p><b>AO2 W1, W2, W3, W4, W5</b></p>	Unit 6 Unit 8





Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Speaking and Listening Standards 6–12: Comprehension and Collaboration</b>			
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> <li>understand, order, and present facts, ideas, and opinions</li> <li>articulate experience and express what is thought, felt, and imagined</li> <li>communicate clearly and fluently</li> <li>use language and register appropriate to audience and context</li> <li>listen to and respond appropriately to the contributions of others</li> </ul> <p><b>AO3 S1, S2, S3, S4, S5</b></p>	<ul style="list-style-type: none"> <li>understand, order, and present facts, ideas, and opinions</li> <li>articulate experience and express what is thought, felt, and imagined</li> <li>communicate clearly and fluently</li> <li>use language and register appropriate to audience and context</li> <li>listen to and respond appropriately to the contributions of others</li> </ul> <p><b>AO3 S1, S2, S3, S4, S5</b></p>	<p>Unit 5</p> <p>Unit 9</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Speaking and Listening Standards 6–12: Comprehension and Collaboration (cont.)</b>			
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> <li>present facts, ideas, and opinions in an orderly sequence</li> </ul> <p><b>Second bullet of Core Curriculum (Speaking and Listening)</b></p>	<ul style="list-style-type: none"> <li>consciously order and present facts, ideas, and opinions for a particular audience</li> </ul> <p><b>Second bullet of Extended Curriculum (Speaking and Listening)</b></p>	Unit 5 Unit 9 Unit 10
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> <li>make relevant comments on what is heard, seen, or read</li> </ul> <p><b>Third bullet of Core Curriculum (Speaking and Listening)</b></p>	<ul style="list-style-type: none"> <li>evaluate and reflect on what is heard, seen, or read; discuss statements of opinion and attitude, discerning underlying assumptions and point of view</li> </ul> <p><b>Third and fifth bullets of Extended Curriculum (Speaking and Listening)</b></p>	Unit 5 Unit 9



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Speaking and Listening Standards 6–12: Presentation of Knowledge and Ideas</b>			
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> <li>understand and convey both simple and detailed information; present facts, ideas, and opinions in an orderly sequence; speak audibly and intelligibly with appropriate tone, intonation, and pace</li> </ul> <p><b>First, second, and sixth bullets of Core Curriculum (Speaking and Listening)</b></p>	<ul style="list-style-type: none"> <li>understand and convey more complex information in an interesting and authoritative way; consciously order and present facts, ideas, and opinions for a particular audience; speak audibly and intelligibly with appropriate tone, intonation, and pace</li> </ul> <p><b>First and second bullets of Extended Curriculum, and sixth bullet of Core Curriculum (Speaking and Listening)</b></p>	Unit 9
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			Unit 9
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	<ul style="list-style-type: none"> <li>use language and register appropriate to audience and context</li> </ul> <p><b>AO3 S4</b></p>	<ul style="list-style-type: none"> <li>use language and register appropriate to audience and context</li> </ul> <p><b>AO3 S4</b></p>	Unit 9



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Language Standards 6–12: Conventions of Standard English</b>			
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> <li>make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling</li> <li>demonstrate adequate control of vocabulary, syntax, and grammar</li> </ul> <p><b>AO2 W5, and third bullet of Core Curriculum (Writing)</b></p>	<ul style="list-style-type: none"> <li>demonstrate a sophisticated use of vocabulary and structures</li> </ul> <p><b>Third bullet of Extended Curriculum (Writing)</b></p>	Unit 2
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<ul style="list-style-type: none"> <li>attempt a variety of sentence structures; write accurate simple sentences; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling</li> <li>exercise care over punctuation and spelling</li> </ul> <p><b>AO2 W5, and fourth, fifth, and sixth bullets of Core Curriculum (Writing)</b></p>	<ul style="list-style-type: none"> <li>demonstrate accuracy in punctuation and spelling; write accurate complex sentences</li> </ul> <p><b>Fourth and fifth bullets of Extended Curriculum (Writing)</b></p>	Unit 2



Cambridge IGCSE First Language English (US) (0524)

Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Language Standards 6–12: Knowledge of Language</b>			
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; select, analyze, and evaluate what is relevant to specific purposes; understand how writers achieve effects; show some sense of audience</li> <li>articulate experience and express what is thought, felt, and imagined; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling</li> </ul> <p><b>AO1 R1, R2, R3, R4, and second bullet of Core Curriculum (Writing); AO2 W1, W3, W4, W5</b></p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; select, analyze, and evaluate what is relevant to specific purposes; understand how writers achieve effects; show some sense of audience</li> <li>articulate experience and express what is thought, felt, and imagined; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling</li> <li>show a wider and more varied sense of different styles to interest, inform, or convince the reader; show a clear sense of audience</li> </ul> <p><b>AO1 R1, R2, R3, R4 and second bullet of Core Curriculum (Writing); first and second bullets of Extended Curriculum (Writing); AO2 W1, W3, W4, W5</b></p>	<p>Unit 1 Unit 2 Unit 5 Unit 6</p>



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Language Standards 6–12: Vocabulary Acquisition and Use</b>			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; demonstrate understanding of words within extended texts</li> </ul> <p><b>AO1 R1, R2, and first bullet of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; show a more precise understanding of extended texts</li> </ul> <p><b>AO1 R1, R2, and first bullet of Extended Curriculum (Reading)</b></p>	Unit 1



Cambridge IGCSE First Language English (US) (0524)			
Common Core State Standards	Core Syllabus	Extended Syllabus	Scheme of Work
<b>Language Standards 6–12: Vocabulary Acquisition and Use (cont.)</b>			
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> <li>show some sense of how writers achieve their effects; recognize and respond to simple linguistic devices, including figurative language</li> </ul> <p><b>Fourth and fifth bullets of Core Curriculum (Reading)</b></p>	<ul style="list-style-type: none"> <li>show understanding of how writers achieve their effects; recognize and respond to more sophisticated linguistic devices</li> </ul> <p><b>Fourth and fifth bullets of Extended Curriculum (Reading)</b></p>	Unit 1
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context</li> </ul> <p><b>AO2 W3, W4</b></p>	<ul style="list-style-type: none"> <li>understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context</li> </ul> <p><b>AO2 W3, W4</b></p>	Unit 1 Unit 2 Unit 10







Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Key Ideas and Details</b>		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>demonstrate knowledge of the text through the use of close reference to detail and use of quotations from the text</li> </ul> <p><b>Fifth bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: k, l, m</p> <p>Unit 2 Learning objectives: h, n, o</p> <p>Unit 3 Learning objectives: h, i, j, k</p>
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of characters, relationships, situations, and themes</li> </ul> <p><b>Third bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: b, k, m</p> <p>Unit 2 Learning objective: n</p>
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>demonstrate understanding of characters, relationships, situations, and themes</li> </ul> <p><b>Third bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: f, g, h, i</p> <p>Unit 2 Learning objectives: e, f, g</p>

Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of the writer’s intentions and methods, and response to the writer’s use of language</li> </ul> <p><b>Fourth bullet of Paper 1 requirements in ‘Description of Papers’</b></p> <ul style="list-style-type: none"> <li>respond sensitively and in detail to the way language works in the text</li> </ul> <p><b>Fourth bullet of Grade A description</b></p>	<p>Unit 1 Learning objective: m</p> <p>Unit 2 Learning objective: o</p> <p>Unit 3 Learning objective: d, e</p>
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p>	<p>Unit 1 Learning objective: b, e</p> <p>Unit 2 Learning objective: c, d</p> <p>Unit 3 Learning objective: g</p>
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		<p>Unit 1 Learning objectives: k, o</p> <p>Unit 2 Learning objectives: n, o</p> <p>Unit 3 Learning objective: l</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Integration of Knowledge and Ideas</b>		
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).		Unit 1  Unit 4
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"> <li>understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes</li> </ul> <b>AO2</b>	Unit 1 Learning objective: o  Unit 2 Learning objective: o  Unit 3 Learning objective: l



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Literature 6–12: Range of Reading and Level of Text Complexity</b>		
<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose) <b>AO1</b></li> <li>understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes <b>AO2</b></li> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <b>AO3</b></li> <li>communicate a sensitive and informed personal response to literary texts <b>AO4</b></li> </ul>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p>

Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Key Ideas and Details</b>		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>demonstrate knowledge of the text through the use of close reference to detail and use of quotations from the text</li> </ul> <p><b>Second bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: k, l, m</p> <p>Unit 2 Learning objectives: h, n, o</p> <p>Unit 3 Learning objectives: h, i, j, k</p>
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of characters, relationships, situations, and themes</li> </ul> <p><b>Third bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: b, k, m</p> <p>Unit 2 Learning objective: n</p>
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> <li>demonstrate understanding of the writer’s intentions and methods, and response to the writer’s use of language</li> </ul> <p><b>Fourth bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: f, g, h, i</p> <p>Unit 2 Learning objectives: e, f, g</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>demonstrate understanding of the writer’s intentions and methods, and response to the writer’s use of language</li> </ul> <p><b>Fourth bullet of Paper 1 requirements in ‘Description of Papers’</b></p> <ul style="list-style-type: none"> <li>respond sensitively and in detail to the way language works in the text</li> </ul> <p><b>Fourth bullet of Grade A description</b></p>	<p>Unit 1 Learning objective: m</p> <p>Unit 2 Learning objective: o</p> <p>Unit 3 Learning objectives: d, e</p>
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p>	<p>Unit 1 Learning objectives: b, e</p> <p>Unit 2 Learning objectives: c, d</p> <p>Unit 3 Learning objective: g</p>
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> <li>demonstrate understanding of the writer’s intentions and methods, and response to the writer’s use of language</li> </ul> <p><b>Fourth bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objectives: k, o</p> <p>Unit 2 Learning objectives: n, o</p> <p>Unit 3 Learning objective: l</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Integration of Knowledge and Ideas</b>		
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		Unit 1 Unit 4
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.		Unit 1 Learning objective: o Unit 2 Learning objective: o Unit 3 Learning objective: l Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Reading Standards for Informational Text 6–12: Range of Reading and Level of Text Complexity</b>		
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>show detailed knowledge of the content of literary texts in the three main forms (Drama, Prose, and Poetry) <b>AO1</b></li> <li>understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes <b>AO2</b></li> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects <b>AO3</b></li> <li>communicate a sensitive and informed personal response to literary texts <b>AO4</b></li> </ul>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p>





Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Writing Standards 6–12: Text Types and Purposes</b>		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>communicate a sensitive and informed personal response to literary texts</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>demonstrate knowledge of the text through use of close reference to detail and use of quotations from the text</li> </ul> <p><b>Second bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objective: p</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Writing Standards 6–12: Text Types and Purposes (cont.)</b>		
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>communicate a sensitive and informed personal response to literary texts</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>demonstrate knowledge of the text through use of close reference to detail and use of quotations from the text</li> </ul> <p><b>Second bullet of Paper 1 requirements in ‘Description of Papers’</b></p>	<p>Unit 1 Learning objective: p</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Writing Standards 6–12: Text Types and Purposes (cont.)</b>		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> <li>engage imaginatively with the text by assuming a suitable “voice” (in empathic task work)</li> </ul> <p><b>Included in information on “empathic” questions—Paper 1</b></p>	<p>Unit 1 Learning objective: p</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Writing Standards 6–12: Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>communicate a sensitive and informed personal response to literary texts</li> </ul> <b>AO4</b>	Unit 1 Learning objective: p Unit 2 Learning objective: p Unit 3 Learning objective: m Unit 4 Learning objective: f
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	<ul style="list-style-type: none"> <li>Paper 2 coursework process</li> </ul> <b>Included in information on ‘Drafting Assignments’ in Coursework Guidance</b>	Unit 1 Learning objective: p Unit 2 Learning objective: p Unit 3 Learning objective: m Unit 4 Learning objectives: d, f
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.		Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Writing Standards 6–12: Research to Build and Present Knowledge</b>		
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> <li>Paper 2 coursework process</li> </ul> <b>Included in information on ‘Assignments: Texts’, in Coursework Guidance</b>	Unit 4
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> <li>Paper 2 coursework process</li> </ul> <b>Included in information on ‘Assignments: Texts’, in Coursework Guidance</b>	Unit 4
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<ul style="list-style-type: none"> <li>Paper 2 coursework process</li> </ul> <b>Included in information on ‘Assignments: Texts’, in Coursework Guidance</b>	Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Writing Standards 6–12: Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Paper 2 coursework process</li> </ul> <p><b>Included in information on 'Assignments: General Issues', in Coursework Guidance</b></p>	Unit 1 Learning objective: p Unit 2 Learning objective: p Unit 3 Learning objective: m Unit 4



Cambridge IGCSE Literature (English) (US) (0427)		
Common Core State Standards	Syllabus	Scheme of Work
<b>Speaking and Listening Standards 6–12: Comprehension and Collaboration</b>		
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>		Unit 1 Unit 2 Unit 3 Unit 4



Common Core State Standards	Syllabus	Scheme of Work
<b>Cambridge IGCSE Literature (English) (US) (0427)</b>		
<b>Speaking and Listening Standards 6–12: Comprehension and Collaboration (cont.)</b>		
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>	





		Cambridge IGCSE Literature (English) (US) (0427)	
Common Core State Standards	Syllabus		Scheme of Work
<b>Speaking and Listening Standards 6–12: Presentation of Knowledge and Ideas</b>			
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			Unit 1
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<i>This standard is covered in Cambridge IGCSE First Language English (US) (0524).</i>		
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)			Unit 1



	Cambridge IGCSE Literature (English) (US) (0427)	
Common Core State Standards	Syllabus	Scheme of Work
<b>Language Standards 6–12: Conventions of Standard English</b>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> <li>communicate an informed personal response appropriately and effectively</li> </ul> <p><b>Third bullet of Syllabus Goals</b></p>	<p>Unit 1 Learning objective: r</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<ul style="list-style-type: none"> <li>communicate an informed personal response appropriately and effectively</li> </ul> <p><b>Third bullet of Syllabus Goals</b></p>	<p>Unit 1 Learning objective: r</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



	<b>Cambridge IGCSE Literature (English) (US) (0427)</b>	
<b>Common Core State Standards</b>	<b>Syllabus</b>	<b>Scheme of Work</b>
<b>Language Standards 6–12: Knowledge of Language</b>		
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p>	<p>Unit 1 Learning objective: r</p> <p>Unit 2 Learning objective: p</p> <p>Unit 3 Learning objective: m</p> <p>Unit 4 Learning objective: f</p>



		Cambridge IGCSE Literature (English) (US) (0427)	
Common Core State Standards		Syllabus	Scheme of Work
<b>Language Standards 6–12: Vocabulary Acquisition and Use</b>			
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			Unit 4
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects</li> </ul> <p><b>AO3</b></p>		Unit 1 Unit 2 Learning objective: m Unit 3 Learning objectives: c, d, e, f



	<b>Cambridge IGCSE Literature (English) (US) (0427)</b>	
<b>Common Core State Standards</b>	<b>Syllabus</b>	<b>Scheme of Work</b>
<b>Language Standards 6–12: Vocabulary Acquisition and Use (cont.)</b>		
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Unit 1 Unit 2 Unit 3 Unit 4